

# **SEND Information Report**

## **Dixons Kings Academy**

**Last updated: Wednesday, 14 June 2023**

# SEND Information Report

## Introduction

At Dixons Kings Academy, we believe that the entitlement to a broad, balanced, relevant and differentiated curriculum is a right for all and should not be constrained by age, gender, creed, race, physical disability, special education needs or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment. Equality of opportunity, thoughtful and effective assessment and testing, parental involvement and a variety of teaching and learning styles appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision for all students. We are committed to ensuring that every student who is in difficult circumstances gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all students will already have the ability to meet them without support and structure.

At Dixons Kings Academy, students are supported by a SEND Team. This team includes, a SENDCo, A teacher of SEND, Learning Support Assistants, an SEMH Learning mentor and an SEND Administrator. This team provides a holistic approach to meeting the needs of all students at the Academy. The SEND department works alongside the pastoral, wellbeing and safeguarding team and believe that a holistic approach is essential to allow students to access high quality education and ensures a joined-up approach to meeting the needs of every child and the whole child. We do whatever it takes for as long as it takes, when they need it and because they need it.

### Dixons Kings Academy: Key contacts

<b>Learning Support Assistant (Year 7)</b>	Zarnain Rizvi
<b>Learning Support Assistant (Year 8)</b>	Kate Wlasniak
<b>Learning Support Assistant (Year 9)</b>	Nadya Rehman
<b>Learning Support Assistant (Year 10)</b>	Rekha Mistry
<b>Learning Support Assistant (Year 11)</b>	Rizwana Asghar
<b>SEMH Learning Mentor</b>	Nila Rashid
<b>Teacher of SEND</b>	Jo Warden
<b>SEND Administrator</b>	Trudi Simpson
<b>SENDCo</b>	Lynsey Jones

The SEND Team is committed to developing a truly inclusive school by ensuring that all Dixons Kings Academy students lead successful and happy lives and make a positive contribution to their community. We do whatever it takes for as long as it takes to ensure students reach their full potential. We recognise that any student may require the support of the SEND team at some point during their school career and that support may be temporary or long term. We work closely with academic departments, school leadership, Local Authority specialist support teams, NHS Professional Teams, external support agencies, families and the students themselves in order to develop independent and resilient learners who make rapid and sustained progress regardless of starting point, socio-economic background, personal circumstance, special educational need or disability.

At Dixons Kings Academy all aspects of learning and community have been designed with the needs of all students – including those with additional educational needs, disabilities or other vulnerabilities – in mind and, as a result, students receive a truly inclusive education and experience with their needs being met through well designed whole school systems. Each student is treated as a unique individual and is subject to the same high expectations, respect, compassion and flexibility as their peers. True inclusion means equality, and equality in education means an equal quality education and experience for every student. This cannot be achieved through segregated services, non-specialist and / or unqualified teaching, or acceptance of inferior outcomes for certain individuals or groups.

We cater for a broad range of needs and disabilities that includes, but is not limited to, Autism Spectrum Conditions (ASC), Speech, Language and Communication Needs (SLCN) Moderate and Severe Learning Difficulties (MLD / SLD), Specific Learning Difficulties (SpLD) such as dyslexia, Social Emotional and Mental Health Needs (SEMH) including ADHD, ADD and Attachment Disorder, as well as Hearing Impairment (HI), Visual Impairment (VI) and Physical Disabilities (PD).



## Values and culture

Dixons Kings Academy provides a safe, well supervised and highly structured environment in which all students can learn and thrive. Our core values of diligence, integrity and civility are at the heart of everything that we do; we never give up, we do the right thing and we are always professional. Quiet Partner corridors, exceptionally high expectations for behaviour, the daily pastoral system, and Family Dining, amongst other things, ensure a safe and supportive experience for all students without the need for additionality or difference for vulnerable learners. The SEND team is there for all students when they need it and because they need it. Further information on our values and culture can be found on our website, [www.dixonska.com](http://www.dixonska.com)

## Teaching and learning

*1.24 – High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.*

**SEND Code of Practice 0-25 (DfE / DoH, 2015)**

The main way in which every student's learning needs are met is through high quality teaching and a broad, balanced, relevant and differentiated curriculum. There are three learning cycles per academic year, each using the assess, plan, do, review format to ensure that every child is receiving an education, including differentiation and intervention, which meets their current learning needs. Parents or carers of any student can request an additional phone or face-to-face conversation with a member of staff at any time.

## Staffing and timetable

In order to ensure a high-quality learning experience for the most vulnerable learners, the timetable is differentiated to allow a more focussed and tailored learning experience for students who need it. The students are grouped according to attainment for English and for maths at KS4 and these groupings are reviewed on a cycle-by-cycle basis. In year 7 and 8 teaching takes place in mixed ability groups with additional Numeracy and Literacy lessons for students identified through our baseline screening as needing these interventions. We also have a bespoke R group that allows students with the most complex needs to have the core lessons differentiated to allow them to make the best progress possible without compromising those students' access to high quality teaching. We also run a range of evidence-based interventions that allow students to close identified gaps with rapid progress: Lexia, reading plus, homework support, Zones of Regulation, Talkabout for Teens, language for behaviour and emotions, ASDAN, Step Up (and many more)

There are a range of ways in which a student may be identified as having additional needs. For many students, this happens during their transition to the academy through liaison with their parents or carers, with their primary (or previous) school, and by receiving information from other professionals including the Local Authority SEND team. For some students, their needs are identified after they start at the academy. This could be based on teacher observation, in-class assessments and book work, or concerns raised by parents or carers or by the student themselves. In these situations, we monitor their needs and where relevant, make referrals to other professionals for more specialist assessment and in some cases medical diagnoses. All referrals are made in collaboration with parents and carers and with the student themselves. All provision is made on the basis of need only and students do not require a diagnosis for additional and different to be put in place.

## Additional and different provision

Although we maintain a focus on offering equality and inclusion as part of the main of everything that we do at the academy, we also recognise that some students will need additional and different from their peers in order to learn and thrive. All additional and different provision is made with minimum disruption to the student's entitlement to a broad and balanced curriculum and their right to access all aspects of academy life. We work as an SEND department alongside our intervention specialist to facilitate small group and individual work and by factoring additional learning time into the timetable. Departments work collaboratively to ensure gaps in knowledge are filled through high quality and personalised intervention planned each cycle. Provision to support student's socio-emotional and personal development is provided through SEND and is bespoke to individual students' needs, drawing on the range of expertise we have within the department and through strong connections with local authority and NHS professional teams.

## Assess, Plan, Do Review



At Dixons Kings Academy, the ‘assess, plan, do, review’ process follows our whole academy routines for using regular assessment to work supportively and proactively to ensure all students can learn and thrive. There are three cycles of 13 weeks of learning time per academic year. Within each cycle, student progress is assessed and reviewed by week 10 and then staff have two dedicated days of analysing student outcomes and then using that information to plan the remainder of that cycle (mainly intervention) and the following cycle (prevention and provision). For all students, progress is assessed through a combination formal testing, work they have completed in lessons and teacher observation, but for students who have an EHCP (or are in the process of applying for a needs assessment) or have a recent professionals report (for example, from an Educational Psychologist or Speech and Language Therapist) this process is further supported through a Strategy Bank. This document breaks down the individual need along with strategies that can be put in place in the classroom, at break and lunch time, and in other aspects of the academy day. The Strategy Banks are shared at the beginning of each cycle and then all teachers work together to review them after week 10, sharing their feedback with the SEN team. These are ‘live’ documents that support teachers to teach and students to learn. Parents and carers have regular opportunities to meet with academy staff, both teaching and pastoral, throughout each cycle. There are formal parents’ evenings, pastoral evenings and SLT parents’ evenings- but parents and carers can also contact the academy at any time to arrange a meeting with key staff for their child at any time they have a concern.

Students with an EHCP will also have an Annual Review each year where academy staff, parents or carers, and other professionals can review their outcomes and plan for the following 12 months. The whole academy assess, plan, do, review process, along with their Strategy Banks and any other professionals reports that have been written over the course of that year, will feed into the Annual Review and inform the student’s long-term targets. The academy, parents or carers, or professionals may also request an Interim Review at any point if there has been significant change or there is any concern, or can simply request to meet less formally if they wish to discuss any aspect of the student’s needs or provision.

### Dixons Kings Academy: Key Documents

<b>Inclusion Register</b>	This is ‘at a glance’ document, kept confidentially by the SENDCO and accessible only to the SEN Team, Wellbeing Team and Teachers, identifying pupils requiring additional help and signposting staff to supporting documents.
<b>Strategy Bank</b>	These documents identify individual student need. They outline a range of strategies for inclusion, a brief description of the need and where to get additional information or support, if required.
<b>Medical Needs Register</b>	This is an ‘at a glance’ document, kept confidentially by the SEN Administrator and accessible only to the Wellbeing Team, identifying pupils with medical needs, such as Epilepsy or Diabetes, and signposting the Wellbeing Team to supporting documents.
<b>Care Plans</b>	These are generated on an individual basis and include a recent picture of the student, key information and a step-by-step guide of how to manage a medical incident.

### Data

<b>Students with additional needs currently on roll</b>		Year 7	Year 8	Year 9	Year 10	Year 11
Communication and Interaction (including ASD & SLCN)	EHCP	3	0	3	3	0
	SEN Support	10	4	3	1	3
Cognition and Learning (including MLD, SLD & SpLD)	EHCP	1	2	1	3	3
	SEN Support	8	9	9	7	12
Social, Emotional & Mental Health (including ADHD, ADD & RAD)	EHCP	0	1	0	0	0
	SEN Support	3	1	1	6	9
Physical and Sensory (including HI, VI & physical needs)	EHCP	0	0	0	0	0
	SEN Support	1	2	1	1	3

### Frequently asked questions

**How are the different types of additional need and disability provided for at Dixons Kings Academy?**



The needs of all students at Dixons Kings Academy are met through well designed whole school systems and high-quality teaching. Flexibility, timely intervention and targeted, data-led differentiation are key to the success of all students, and we understand that some children will need additional and / or different in order to achieve equal quality of education and experience. Where additional and / or differentiation is required, we focus on ensuring that it is of equitable quality to the main offer and that each student's needs are considered on an individual and holistic basis. All provision is reviewed on a regular basis using the graduated approach (assess, plan, do, review) in line with our whole academy learning cycles and assessment process. Further information can be found in our contribution to the Local Authority's SEND Local Offer ([LINK](#))

### **How is provision for students with additional needs evaluated for effectiveness?**

Progress and attainment for all students is assessed three times per year as part of our whole academy cycle of teaching and assessment and provision will be reviewed, and intervention put in place for any student who has not made expected progress in that period. This enables us to review the overall provision of each individual student and adjust accordingly. All interventions have their own built in progress assessment mechanism that allows us to ensure that each one is having impact and is of value to the individual learner.

### **How are students with additional needs and their parents / carers consulted in order to involve them in their education?**

One of our values is diligence and we support and empower our students to increasingly direct their own lives, including their education, by giving them the tools to be successful now and in the future. Students are encouraged and supported to share their opinions. Parent / carer contact is incorporated into each of the three learning cycles and this could be in the form of a report, a phone-call home or a parents evening. Parents can contact us and arrange a meeting or phone-call at any time if they have a concern or would like an update on their child's provision. For students with an Education, Health and Care Plan the SENDCo will arrange a yearly review of their provision (the Annual Review) for parents / carers, key school staff and any outside agencies. Interim reviews can be called at any time if the needs or provision change.

### **How are students with additional educational needs and other vulnerable learners supported when moving between phases of education?**

A successful transition from primary school is key to the success and wellbeing of any student and so a rigorous and supportive transition programme is in place for all admissions. Student information sheets are completed by the primary schools and received by us towards the beginning of the summer term prior to the student's transition. There is a transition day for all students at the beginning of July each year and additional transition visits are arranged for vulnerable students. Liaison with primary, external agencies and parent/carers is arranged for any student with additional needs. For students with an Education, Health and Care Plan the SENDCo will liaise closely the primary school SENDCo. Visits to meet with the pupil, Year 6 teacher and SENDCo will be arranged and this is key to ensuring we receive the most up to date information about the student's individual needs and provision is made available in preparation for their arrival at Dixons Kings Academy.

The transition from KS3 to KS4 is guided through pastoral involvement, input from faculties and parental information evenings in order to ensure a high quality and appropriate KS4 pathway for every child. A meeting with an independent careers advisor is also arranged for vulnerable learners and any other student who requests it. For students with an Education, Health and Care Plan the SENDCo meets with Heads of Faculty and Senior Leaders to ensure the chosen options are appropriate and allow for a broad and balanced curriculum offer. These are continually discussed and monitored through the Annual Review process.

When transitioning from KS4 to KS5 (Post 16) students with an Education, Health and Care Plan, in line with Local Authority guidance, will have 2 reviews in Year 10. The Annual Review will take place in the first half term to discuss their KS5 pathway then a Transitional Review will take place in the last half term to confirm their preferred KS5 pathway choice. For all other students this transition is supported through their Head of Year, Form Tutor and Careers Advisor.

### **How are specialist equipment and facilities to support students with special educational needs secured?**

We work closely with the LA SEND team and specialist teachers to ensure we have the appropriate equipment and facilities to meet the needs of our students with special educational needs. We seek appropriate expert advice when required and always work based on ensuring individualised and small group provision is of equitable quality to the main offer and built into academy life. Where a piece of equipment or facility is unique to a specific student, the provision will be identified, implemented and maintained through the EHCP and Annual Review processes.

### **How are staff supported to meet the needs of students with additional needs?**

Focused staff training and support is crucial to ensuring that the needs of all students are met inclusively and all students receive an equal quality learning experience. All staff have access to a range of documents designed to inclusively support students with individual needs and staff training and CPD is incorporated into staff induction, peer coaching, and the fortnightly briefing. In addition to this, the SENDCo and Learning Support Assistance are available to support with individuals and classes at any time. If a student requires specialist



support or intervention that is beyond the current expertise of our own staff, external specialist support will be sought. This could take the form of staff training or regularly scheduled input from external specialists.

### **What additional expertise and training do staff have in order to support students with additional needs?**

The specific needs of our students are discussed with all staff in induction and throughout the academic year to ensure that teachers are up to date and informed about the students they teach. We work closely with parents / carers, other professionals, and with the students themselves to ensure that the information is accurate, up to date, and supportive. The SEND team access additional training to support the needs of students with SEND through their key worker roles, which are reviewed annually to ensure that the needs of the current cohort are being always prioritised. At present, we align our Learning Support Assistants with a year group to support with the pastoral provision and to have an attachment informed provision- recognising the importance of key adults throughout the secondary school experience. In addition to this, we have several connections with external support and agencies that come in to deliver targeted intervention. This currently includes a child Counsellor, a Peer Mentor Coordinator, a Safer Schools Police Officer, and additional Educational Psychology time.

### **How does the academy work collaboratively with the local authority and other outside agencies?**

External specialist support involvement is sought when the needs of a student go beyond the expertise of the Academy. This could be for staff training or to work directly with an individual student or group of students. A representative from Dixons Kings Academy attends all Local Authority SEND briefings, SENDco Network Meetings and receives regular newsletter updates in order to ensure we are up to date with all available resources, opportunities and requirements. We have built a positive reciprocal relationship with the Local Authority SEND team. A detailed programme of what is available in Bradford can be found in Bradford's Local Offer at: <https://localoffer.bradford.gov.uk/>

### **How is the socio-emotional development of the students supported? How is bullying prevented?**

At Dixons Kings Academy, the socio-emotional developmental needs of the students are supported through a range of systems that permeate all aspects of academy life. The Pastoral system (small pastoral groupings for Tutor Time), DEAR (Weekly reading), student leadership opportunities, Family Dining, the values driven culture, and our Behaviour for Learning policy are just some examples of how we support student wellbeing. The Wellbeing Team and SEND team work together to ensure that any student can access support and guidance from our team. All students receive weekly Cultural Studies lessons as well as a robust PSHE program. We work hard as a school to ensure students are educated on the importance of equality and equity. We have a clear system that addresses bullying and gives students a chance to learn why bullying is wrong and gives them the opportunity to reflect and change their behaviour.

More information about this can be found in our Anti-bullying policy on the Dixons Academies Trust website

### **How does the academy ensure that students with additional needs or other vulnerabilities are treated fairly at the admissions stage?**

Please refer directly to our Admissions policy on the Admissions section of our website.

### **What facilities are provided to support the needs of students with physical disabilities?**

Dixons Kings Academy has level, ramp or lift access to all areas of the interior and exterior of the building but also understands that access is an ongoing pursuit. Continued improvements to access and safety for our students, staff, and visitors with physical disabilities is informed by student, parent and staff voice, as well as advice from the relevant Local Authority teams, for example the Habilitation for Visually Impaired Students auditing team. All staff receive annual training on how to support students with physical disabilities in an emergency evacuation and anyone with individual evacuation needs will have a Personal Emergency Evacuation Plan (PEEP) in place. We also ensure that students are aware of the Equality Act and the protected characteristics.

Full details of our Accessibility Plan can be found on our website.

### **How does the academy adapt the curriculum and learning environment for students with additional needs?**

The needs of all students are met through high quality teaching, regular and varied assessment, time devoted to planning and preparation of intervention and provision, and building positive relationships with students, families and other professionals. When any student needs additional and / or different in order to thrive and make progress in their learning, we focus on ensuring that their needs are met equitably and, wherever possible, as part of the main offer of the academy. More detail can be found in the 'teaching and learning' and 'staffing and timetable' sections of this document.

### **How does the academy ensure that it is meeting the needs of students with additional needs who are also in local authority care?**



The needs of all students, including those with additional needs and/or who are looked after by the local authority, are met through well designed whole school systems and high-quality teaching. The SEND team and Wellbeing Team are there to meet the individual needs of all students when they need it and because they need it, including those with additional needs and / or who are looked after by the local authority, and staff within these department have the expertise, experience and contacts needed to ensure this is done to a high standard. All provision is based on the principles of true inclusion; equal quality of education and experience for all students, regardless of starting point, socio-economic background, personal circumstance, special educational need or disability. The SENDCo or member of the Wellbeing team attends the regular CLA and PEP (Personal Education Plan) of any student who is identified as CLA and is then responsible for ensuring the implementation of any provision outlined in the plan with colleagues.

### **What should I do if I am not happy with the provision that has been put in place for my child at the academy?**

Please let us know at the first available opportunity! Providing a high-quality education is of paramount importance and we believe that a close working relationship between the Academy, student and parent/carers is crucial in achieving this. We actively seek to collaborate with parent / carers on a cycle-by-cycle basis but understand that things can change much more quickly than this. We are always happy to arrange a meeting or phone-call in order to discuss a student's provision and how best to meet their needs.

Any complaints to the Academy would follow the standard complaints procedure for the Dixons Academies Trust, details of which can be found by following the link below: [https://www.dixonsat.com/uploads/files/About/Policies/120445\\_Complaints\\_Procedure-2.pdf](https://www.dixonsat.com/uploads/files/About/Policies/120445_Complaints_Procedure-2.pdf)

Support in the resolving of disagreements and complaints regarding provision for students with additional needs is also provided by the local authority and details can be found by following this link: <https://localoffer.bradford.gov.uk/Content.aspx?mid=29>

### **Where can I find further information and support services if I'm a parents / carers of a child with additional needs?**

Parents and carers can contact the academy at any time to discuss their child's needs and provision.

A detailed programme of what is available in Bradford can be found in Bradford's Local Offer at: <https://localoffer.bradford.gov.uk/>

SENDIASS is an organisation that can support parents and carers of children and young people aged 0-25 with SEND to work together with schools and the local authority to ensure that all parties have a good understanding of what support the child needs and to ensure that it is put in place. They can be contacted on 01274 513300 or at <https://www.barnardos.org.uk/what-we-do/services/bradford-sendiass>

